

Additional Qualifications Instructors' Handbook Summer 2010

INSTRUCTORS' HANDBOOK

Welcome to OISE's Continuing Education Unit, and in particular, to the Additional Qualification program. This handbook will provide you with information to support your work with the candidates, your principal and with the institution.

Please read this handbook carefully, and direct any questions to your course principal, or to the Manager of Programs and Services, Ruth Milne (e-mail: rmilne@oise.utoronto.ca or telephone 416.978.2344).

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Section 1 – Course Start Up and First Day Instructions

1.1a For In-Class Instructors

Inform and provide to candidates:

- ☐ Attendance in class is mandatory.
- ☐ Plagiarism violates the University's Code of Academic Behaviour and will be dealt with seriously
- ☐ Review Professionalism and Technology Form, obtain signatures and file
- ☐ Course assignments are not designed to be Board specific
- ☐ Grading procedure is presented to candidates
- ☐ Specific outlines of assignments, due dates and the weighting of all assignments are outlined
- ☐ Each candidate receives a copy of the course outline and session schedule
- ☐ Emergency protocols are reviewed, including those for air quality
- ☐ Emergency evacuation procedures are reviewed
- ☐ A calling network is developed in the event of course interruptions and a copy of the network is delivered to the course principal

1.1b In-Class Instructor Duties

- ▶ Provide 2 copies of your specific day to day course outline to your course principal, by the first day of class, who will forward one copy to the Continuing Education Manager.

Courses of Study:

- ▶ Instructors will have copies of the specific Course of Study from **both** the OISE accredited version and the College of Teachers Guideline Web site: www.oct.ca.
- ▶ Instructors will adhere to the schedule for contact, monitored and independent time as per the accredited ***Course Guideline, and the College of Teachers' mandate of 125 hours: 80 contact, 20 monitored, 25 independent.***

Standards of Practice and Ethical Standards:

- ▶ Each instructor will have a copy of **The Standards of Practice and the Ethical Standards for the Teaching Profession**.
- ▶ Ensure each instructor will incorporate case study/dialogue and discussion regarding the standards into the course of study.

Instructional and Assessment Approaches:

Each instructor will:

- ▶ Vary instructional practices and assessment techniques
- ▶ Teach and assess to a wide variety of candidate strengths and learning styles
- ▶ Return marked assignments promptly **and** ensure that the candidates have received specific feedback regarding their performance prior to the last date to drop their course without penalty
- ▶ Review plagiarism prevention strategies, and communicate the process to follow when plagiarism is detected
- ▶ Ensure that course examples are not Board specific
- ▶ Clearly outline assignment requirements

- ▶ Provide candidates with suggested instructional modifications to meet a wide range of student Achievement within their classrooms
- ▶ Adhere to principles of adult learning

Assessment and Evaluation of Group Assignments:

Instructors will ensure that assessment and evaluation of group assignments contain individual as well as group accountability.

Honour Specialist and Part Three Specialist Courses:

- ▶ Instructors will provide many and varied opportunities for candidates to study the change process, discuss innovations and school improvement planning, and practice leadership and advocacy skills and strategies
- ▶ Where possible – K-12 assignments will be included.

Candidate Presentations:

Instructors will determine innovative ways to have candidates deliver assignments so as to avoid repetitive group presentations.

1.2a For Online Instructors

Before First Day of Class:

Contact students by phone and by email to ensure each candidate has access to the course.

First Day Setup Should Include:

- ☐ Course outline
- ☐ Instructor contact information
- ☐ General course expectations: assignments and weighting breakdown
- ☐ Evaluation and assessment (explanations, rubrics)
- ☐ Introduction and explanation of online discourse
- ☐ Rubric for assessing online discourse
- ☐ Expectations for online behaviour: Netiquette, frequency, etc.
- ☐ Policies on absenteeism, make-up assignments, etc.
- ☐ Timing – course pace and schedule, **instructor availability** *it is recommended you indicate a 2 hour “office hour” time when you will definitely be online and responding to candidate emails and concerns.
- ☐ Instructions on where to go for help (technical versus content-based questions)
- ☐ Notes included in “Standard Notes”
- ☐ **Instructions to return acknowledgement of Professionalism and Technology Form**

Initially begin with:

- ▶ Ice breakers, e.g. simple bio activity (writing benchmark, builds community, develops technical skill)
- ▶ Candidate input their correct, preferred email

A few things to remember:

- ▶ You are creating and encouraging a professional and fun sense of community
- ▶ You are getting a sense of who your class is and how you can best work with them
- ▶ Don't push ahead too quickly: candidates may take 4 to 7 hours to learn to use the web platform
- ▶ On the first session, respond to each candidate personally at least once
- ▶ Provide accurate links and resources: remember to use http:// in front of Web links
- ▶ Be prepared to be flexible!

At the end of the first day:

- ▶ Re-establish contact (phone preferable) with those candidates who have not yet logged on

Be aware of:

- ▶ Netiquette
- ▶ Copyrights
- ▶ Citing Electronic Resources
- ▶ Finding Resources Online
- ▶ Technical Parameters and Extra Utilities
- ▶ OISE and AQ Procedures, including “drop” date for your session

1.2b Online Instructor Duties

Standards of Practice and Ethical Standards:

- ▶ Each instructor will have a copy of **The Standards of Practice and the Ethical Standards for the Teaching Profession**.
- ▶ Ensure each instructor will incorporate case study/dialogue and discussion regarding the standards into the course of study.

Instructional and Assessment Approaches:

Each instructor will:

- ▶ Vary instructional practices and assessment techniques
- ▶ Teach and assess to a wide variety of candidate strengths and learning styles
- ▶ Return marked assignments promptly **and** ensure that the candidates have received specific feedback regarding their performance prior to the last date to drop their course without penalty
- ▶ Review plagiarism prevention strategies, and communicate the process to follow when plagiarism is detected
- ▶ Ensure that course examples are not Board specific
- ▶ Clearly outline assignment requirements
- ▶ Provide candidates with suggested instructional modifications to meet a wide range of student Achievement within their classrooms
- ▶ Adhere to principles of adult learning

Section 2 – Administration

2.1 Attendance

Candidate Attendance:

In-Class

- ▶ In accordance with Regulation 184/97, attendance in all classes is mandatory. Absences may jeopardize successful completion of the course. Notify candidates that they should try to arrange all appointments outside of the course hours as listed in the calendar. If an emergency occurs that requires an absence, candidates are to inform both the course principal and the instructor as soon as possible. Provide candidates with appropriate e-mail addresses and/or phone numbers.
- ▶ **Attendance Policy - Implementation Guideline. There is no allowance for a preplanned absence.** Emergency absences up to 2 days can be accommodated but beyond that the course cannot be completed successfully. In the case of a death in the family and/or serious illness Principals may waive a make-up assignment. Other approved absences would receive a make-up assignment equivalent to the amount of time missed. The instructor should ensure that the assignment is meaningful to reinforce the need to meet the 80 contact hour requirement. Instructors should develop a small library of suitable make-up assignments.

Online

- ▶ For each session instructors need to be aware of the number of required logins and posting daily/weekly. This information needs to be relayed to candidates in the opening message.
- ▶ Online candidates will be asked to provide a medical certificate if there is a delay of more than two days in the completion of a module due to illness. All modules must be completed.

Instructor Attendance:

- ▶ Full attendance is required for both in-class and online instructors. It would be permissible for any online instructor to be away from his/her usual place of computerized instruction for a brief period of time provided access to candidates would be as consistent and regular as if the instructor were in his/her usual workplace. Permission for instructor absence or substitutes rests with the principal. The provision of substitute instructors, either online or in-class, without prior approval of the principal is not permitted and could result in the termination of the instructor contract. It is expected that all instructors are in attendance when there is a guest speaker.

2.2 Expenses and Guest Lecturers

Instructors are to use the expense claim form and/or Guest Lecturer form as needed. See Expense Claim Form and Guest Lecturer Form on the following pages.

Summer Expense Claim Form

INSTRUCTIONS:

Please complete both sides of this form. Original **detailed receipts** (including charge and debit card slips) must be submitted. **The minimum claim for processing is \$25.00.**

All receipts for restaurants must include the names of those in attendance. For staff meetings, please list participants on page 3 of this form.

Book receipts must show titles of books purchased.

All other receipts must include details of items purchased.

Please list gift certificates recipients on page 3 of this form indicating recipient's name, serial number and amount (**maximum \$125 per person per calendar year**).

Principals' claims must be signed at "Claimant's Signature" and submitted with receipts to Gina Dangoy in the **Finance Dept. on the 8th floor**. After ensuring compliance with University policies and budget availability, Gina will forward forms to Continuing Education for authorization.

Instructors' claims must be signed at "Claimant's Signature", then authorized by the Principal and forwarded to Gina.

CLAIMS MUST BE SUBMITTED NO LATER THAN ONE WEEK AFTER THE END OF THE SESSION.

PLEASE PRINT

Date Submitted: _____

Name: _____ Principal ☐ Instructor ☐

Address: _____

 _____ (for U. of T. employees, use university address)

Course/Subject: _____ Internal Order #: _____

For Direct Deposit reimbursement: Personnel # _____

Budget: Summer #104276 ☐

Category #s	Books	825600	Parking	835780
Classroom Supplies	825540	Refreshments	836400	
Office Supplies	825800	Meals	836400	
Mileage	840040	Gift Certificates	800634	
Other (please specify)	_____			

Tax codes: hst = e1 gst only = e3 no tax = e5 meals = er books = e5 LCBO/Beer Store = e1
 US/International = e0

ITEMIZATION OF EXPENSES

RESOURCES

Date of Expense	Category #	Tax Code	Supplier	Description	Receipt Attached	Amount
Sub-Total:						
TOTAL:						

Declaration by Claimant:

I have read the University's regulation on reimbursement of expenses and confirm that I am in compliance.

Claimant's Signature

Authorized Signature

ADDITIONAL QUALIFICATION GUEST LECTURER FORM

Please attach a void cheque if direct deposit is requested

Guest Lecturer

Have you been a guest lecturer/instructor for OISE in the past 5 years? ☐ Yes ☐ No

* Personnel No.:	* Mr./Mrs./Miss/Dr.	* Surname	* Usual first name	Initials
* Birth Date:		* Social Insurance Number:		
* Residential Telephone Number:		* Business Telephone Number:		
* Address:		* City:	* Province:	* Postal Code:
* Primary e-mail address:			* Secondary e-mail address:	

* A personnel number or DOB and SIN must be completed to process the payment

Payment Information

* Session	Summer
* Course Name	
* Staff type	Guest Lecturer
* Number of Hours	
Dates	
* Stipend	\$

Authority/Approvals

I certify that all information on this form is correct: yes ☐

Instructor Name (please print): _____ Instructor signature: _____	<i>Ruth Milne, Manager</i> Date submitted to HR: _____
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For Continuing Education Use

Fund Center:		NOTES:
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2.3 Course Evaluations

For In-Class Courses

Each instructor will be provided with course evaluation forms to be distributed on the last day of classes. The evaluation forms are preprinted with course codes for each candidate to complete. To ensure honest feedback, instructors should provide directions, refrain from making comments, leave the room and have a candidate take the evaluations to the principal in a sealed envelope. Please adhere to instructions cited in Evaluation Instructions.

Sample Memo for In-Class Courses

Please read these instructions to your class before they fill out the evaluation forms.

In order to be able to scan each evaluation form the forms must be filled out exactly as requested.

1. Use only a black or blue pen
2. Fill in circle completely (Please – no check marks)
3. Choose only one response per statement

Any of the following will make your evaluation form illegible and it will be shredded.

1. Using a marker, crayon, coloured pen or pencil
2. Writing on the back of the evaluation (if you do wish to add additional comments please attach a separate sheet of paper with a paper clip. DO NOT STAPLE)

PLEASE NOTE:

- ▶ Instructors should make it clear to the candidates that this form is to evaluate both the course and the instructor.
- ▶ Evaluation forms will be prepared during first two weeks of each session and available for your principals to pick up at OISE.
- ▶ The evaluation forms must be filled out during the last class of the session.
- ▶ To ensure honest feedback, instructors should provide directions, refrain from making comments, leave the room while the candidates are filling out the form and have a candidate take the evaluations to the principal in a sealed envelope. ***Completed evaluation forms in a sealed envelope should be returned to your principal, on last day of class, who will forward these to Sophia Cottrell in the Continuing Education Office.***

For Online Courses

Course Evaluations will be web-based and the URL will be provided to you to pass on to the students to complete the evaluation at the end of the course.

2.4 Principles of Adult Learning

1. **Adult learning is enhanced when the learning CLIMATE fosters self-esteem and interdependence.**

This climate is one in which:

- people feel they are respected, accepted, and valued by the teacher and by other learners
- openness of self, rather than concealment of self is encouraged
- difference is good and desirable
- people are allowed to make mistakes, to not know, to “mess up”

- teachers and learners are supportive instead of judgmental: collaborative rather than competitive
 - people's experience, attitudes, and knowledge are recognized and built on
 - confrontation is permitted
- 2. Adult learning is enhanced when people's EXPECTATIONS are that the LEARNING OUTCOME will have meaning for them and their lives.**
- Conditions fostering this principle:*
- what people already know and the strengths they already have are recognized before needs, gaps, deficiencies, or new directions are examined
 - needs are uncovered and goals are set through mutual sharing, interaction, and negotiation
 - goals or directions are stated by the learners in terms of what they want to know, feel, or be able to do
 - goals or directions are allowed to emerge and be acted upon throughout the learning experience, rather than being established only at the beginning
- 3. Adult Learning is enhanced when people have an active role in DECISION-MAKING, and PLANNING for the learning experience, when AUTHORITY is shared.**
- Conditions fostering this principle:*
- the competency of people as learners and as choice-makers for their own lives is recognized and used
 - participative decision-making is used throughout the learning experience
 - people have frequent opportunities to talk with each other and the teacher about how the experience is for them, and if there are changes needed
- 4. Adult learning is enhanced when a 'SYNERGISTIC' view of KNOWLEDGE AND LEARNING is held.**
- Conditions fostering this principle:*
- the orientation to learning is task -, or problem -, or growth-centred, rather than subject-centred
 - learning activities are used which promote the individual's discovery of the person meaning of ideas
 - people are encourage to trust in themselves as well as the external sources
 - learners are encouraged to integrate external knowledge with their own personal meanings
 - teachers regard themselves as engaged in a mutual exploration, discovery, learning experience with the learners
 - teachers and learners believe that through responsible interaction, they can generate greater knowledge and insights than existed in any one of them or in sum total of the group, before they met
 - ambiguity is tolerated
- 5. Adult learning is enhanced when people are given opportunity to 'WORK WITH' THE IDEAS AND THE EXPERIENCES they have in learning situations.**
- Conditions fostering this principle:*
- people are given the chance to ask their own questions, and seek out information that will help them formulate their own answers
 - people are given opportunity to articulate, formulate, clarify their ideas
 - people are encouraged to be active
 - people are given opportunity to practice new behaviour in a safe, supporting situation
 - people's emotions around ideas and experiences are admitted and dealt with
 - people are given time and tools to reflect on what they have learned, what ideas and experiences have meant to them personally
- 6. Adult learning is enhanced when learners EVALUATE their own learning outcomes, learning skills, and need for more learning.**
- *evaluation is a cooperative process with emphasis on self-evaluation*
 - *each learning episode is concluded with reflection on what the learner wants to do next in his learning program*

- *discussions are held to help the learning examine his learning processes and find ways to be more competent and responsible in learning*

These courses have been designed on the general adult learning principles that focus on a structure that encourages individual and group leadership and sharing. The following adult learning principles have been taken into account:

1. Adults begin any learning situation with a developed and organized self concept and self esteem. In other words, they have a certain knowledge about how they operate in the world and how they feel about themselves. Learning will be facilitated if the educator publicly values their feelings and ideas about themselves.
2. Past experiences of life, work and educational experiences act both positively and negatively in learning. These experiences affect how adults perceive, select and organize incoming information, and then apply it in short, how they learn.
3. Since past experiences are a part of a person's self-concept and self-esteem, an adult is more likely to become involved and stay involved in a learning experience if the teacher recognizes and uses these experiences as a part of the program.
4. Adults are helped to learn when their past experiences are applied directly to current experiences.
5. When learners value the role of learner and perceive themselves as competent and continual learners, learning will be improved.
6. Since adults usually have learning needs which are directly related to their lives and our work, they tend to define a productive learning experience as one in which they can talk about the new knowledge and/or directly apply it in order to complete tasks and solve problems. Sometimes that application takes some time to be successful, often for reasons beyond the immediate control of the teacher. If the learner has access to consistent and relevant support and the chance for repeated practice and evaluative comment, then the learning will be more effective and efficient.
7. If adults are acquiring new skills, they need to have expert and fast feedback as they practice these skills.
8. Adults learn best if they are not under undue stress.
9. Adults have their own preferred and habitual ways of thinking and learning. These ways operate productively in some learning environments and unproductively in others.
10. Adults have two fundamental drives: one is to mastery and autonomy, and the other is to belong or affiliate with significant individuals and groups. Learning activities should accommodate these drives to action as far as possible.
11. Teaching and learning are both enhanced when teachers and learners share in choosing directions, providing input, designing and implementing activities and assessing outcomes. This collaborative activity means that the teacher's role becomes that of facilitator.

It is hoped that this approach will help to maximize the variety of expertise and learning experience within the total group. In this model, the course instructor will operate primarily as a resource facilitator in directing the learning activities to meet the course objectives.

2.5 Grading Practices Policy

PART 1 - INFORMATION FOR STUDENTS AND STAFF

EVALUATION PROCEDURES

- ▶ During the first session of the course, instructors will inform the class in writing (and in in-class sessions – orally) of their evaluation procedures and will provide:
 - i) a list of all assignments, with due dates;
 - ii) the weighting factor or percentage allotment for each course requirement;
 - iii) a statement on the procedure used to determine final grades;
 - iv) a description of the format and nature of the final examination (where applicable).
- ▶ After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Director of the Continuing Education Program.
- ▶ Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
- ▶ Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 50% of the grade.
- ▶ At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty. Normally, the last date for withdrawal without academic penalty is published in the Continuing Education calendars and is available on the web site – www.oise.utoronto.ca/aq/. When a course is offered outside the regular program dates, the last date for withdrawal from a course without academic penalty shall be deemed to be the fifth class before the end of the course.
- ▶ Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
- ▶ For online courses a minimum grade of C must be achieved in the area of online discourse to be successful in the course.
- ▶ All final course grades submitted by instructors will be reviewed by the Principal of the course, in consultation with the Director of the Continuing Education Program who may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. OISE has the final responsibility for assigning the official course grade.

CONDITIONS FOR FINAL STANDING

- ▶ Grades in all courses will be reported in the letter grade scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.
- ▶ The relationship between the refined letter grade scale, the grade meanings and the numerical scale of marks is as follows:

GRADE SCALE FOR CONTINUING EDUCATION COURSES

Grade Meanings	Refined Letter Grade Scale	Numerical <i>Scale of Marks</i>
Excellent	A+	90-100%
	A	85-89%
	A-	80-84%
Good	B+	77-79%
	B	73-76%
	B-	70-72%
Adequate	C+	67-69%
	C	63-66%
	C-	60-62%
Marginal	D+	57-59%
	D	53-56%
	D-	50-52%
Inadequate	F	0 -49%

► To be recommended for an Additional Qualification, a student must attain:

- i) a minimum of a C- grade in each of the following:
 - Additional Basic divisional qualification courses
 - One Session Additional Basic Technological Studies courses
 - One Session additional qualification courses
 - Part 1 and Part 2 of Three Session additional qualification courses
- ii) a minimum of a B- grade in each of the following:
 - Honour Specialist qualification courses
 - Honour Technological Studies Specialist course
 - Third part of Three Session additional qualification courses

WITHDRAWALS

To withdraw, a student must send an email to aq@oise.utoronto.ca or may complete a withdrawal form found on the Continuing Education website, www.oise.utoronto.ca/conted. A student may withdraw from an OISE Continuing Education course without academic penalty on or before the last date for withdrawal without academic penalty published for each session. When a course is offered outside the regular program dates, the last date for withdrawal from a course without academic penalty shall be deemed to be the fifth class before the end of the course. If a completed "Withdrawal Form" is submitted to the Continuing Education Office before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's record. A student who withdraws without notifying the Continuing Education Office in writing will be assigned a grade of F in all courses.

CONFLICT OF INTEREST

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Director of the Continuing Education Program or, if appropriate, to the Associate Dean (Research and Field Activities), who shall take steps to ensure fairness and objectivity.

2.6 How to Avoid Appeals

Frequently appeals can be avoided by conflict resolution. Communication and planning are the keys. The following suggestions will help to avoid conflicts and will ensure that if a problem does arise that the evidence and paper trail are clear and complete, and all parties are informed at the earliest stages.

1. Make Your Evaluation Procedures clear

OISE Grading Practices Policy requires that course evaluation procedures must be in writing and should be detailed and precise. At a minimum, these must stipulate your policies regarding course attendance and class participation, deadlines, penalties, if any, for late submission and re-submission of assignments. They should clearly describe assignments, and should outline the criteria for assessment and the weighting given to each criterion.

2. Resolve Conflicts Collegially

Every attempt should be made to resolve disagreements about evaluation of a candidate's work through informal discussion. Informal negotiation with the candidate, or consultation with the Director, Manager or Principal or a colleague, may assist in resolving the disagreement. You may wish to make informal notes on your discussion. If a decision is reached, then a brief memorandum should be sent to the student(s) confirming the discussion and resulting decision.

3. Keep Everyone Informed

During the course of the year, incidents/behaviours in the classroom or in a practicum setting, which you sense could lead to an appeal, should be discussed with the candidate(s) and confirmed in writing to the candidate(s).

4. Talk It Over With Someone

In seeking to resolve or arbitrate a dispute, the consultation process is an important one. It is vital to engage the Director or a colleague who has considerable knowledge of the program/course involved and who has the perspective to evaluate the problem at hand.

5. Written Communication

Written communication should be factual, supportable, defensible, rational and succinct. It should be informative enough to allow for future decisions and responses to be made.

In all instances the Director should be kept involved/informed.

For detailed information regarding appeals and grading practices refer to the OISE Grading Practices Policy and the OISE Appeal Procedures.

2.7 Plagiarism: Defining, Detecting, Preventing and Confronting

Defining Plagiarism

The Office of Teaching Innovation and Technology of the University of Toronto posts the following on its website

What is plagiarism?

Plagiarism, as defined in the [University of Toronto] [Code of Behaviour on Academic Matters](#) (Appendix A, Item p). . . is contained in the original (1621) meaning in English: "the wrongful appropriation and purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another." This most common, and frequently most elusive of academic infractions is normally associated with student essays. Plagiarism can, however, also threaten the integrity of studio and seminar room, laboratory and lecture hall. Plagiarism is at once a perversion of originality and a denial of the interdependence and mutuality which are the heart of scholarship itself, and hence of the academic experience. Instructors should make clear what constitutes plagiarism within a particular discipline. The [Code of Behaviour on Academic Matters](#) (University of Toronto, Governing Council Secretariat, 1995, B.1. d-f) reads:

It shall be an offence for a student knowingly:

- ▶ to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism [wherever in the Code an offence is described as depending on “knowing”, the offence shall likewise be deemed to have been committed if the person ought to have known];
- ▶ to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- ▶ to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

Detecting and Preventing Plagiarism

At the University of Toronto, detecting and preventing plagiarism resides directly with the instructor. Principals in AQ courses may act as resources, advocates and coaches, but the detection and prevention of plagiarism is in the instructor's domain.

Educating candidates about plagiarism

Early in the session, instructors follow these steps with AQ candidates.

- ▶ Define plagiarism and review the University of Toronto [*Code of Behaviour on Academic Matters*](#).
- ▶ Carefully review how to document sources.
- ▶ Explain why sources should be cited (respect for authors, academic integrity, intellectual property).
- ▶ Model appropriate citation strategies during classes (in-class and on-line).
- ▶ Provide methods and examples that demonstrate good practice (sample text, what is appropriately cited, what isn't appropriate).
- ▶ Emphasize that the real benefits of AQ courses are the new knowledge and skills acquired – which means demonstrating critical thinking, analysis, reasoning, organization, and original thought.
- ▶ Let candidates know that you are familiar with internet sources, Ministry documents, paper mill sites, and other sources of material.
- ▶ Show candidates how to honestly incorporate internet materials into their research.
- ▶ Ensure that candidates have the necessary skills to complete the research assignments. It may be necessary to teach citation and research strategies. You may wish to enlist the assistance of a librarian.

Preventing Plagiarism through Assignment Design

- ▶ Review elements of a research paper, and provide guidelines on how to cite sources.
- ▶ Ensure that there is an abundance of materials for candidates to use to prepare assignments – journals, on-line sources, databases, texts, original sources, etc.
- ▶ Use a new set of assignments for each new class.
- ▶ Emphasize, wherever possible, current topics.
- ▶ Early in the session, obtain writing samples from each candidate to keep on file as examples of writing style.
- ▶ Assign short papers early in the session.
- ▶ Do not allow candidates to switch topics at the last minute.
- ▶ Be specific about the assessment and expectations – length, sources, style, audience, purpose.
- ▶ Structure assignments in a series of steps – thesis, outline, abstract, draft, bibliography.
- ▶ Request that the bibliography be submitted a few days prior to the final assignment.
- ▶ As a reflection, have candidates describe the research process after the assignment has been submitted.
- ▶ Consider asking for a “person-noting” page – acknowledge everyone who provided any type of assistance with the project.
- ▶ Request that the bibliography be annotated – one or two sentences describing the source.
- ▶ Consider non-traditional formats – ask for three possible approaches to the topic; design a web page on the topic; request the assignment be submitted as a diary; use charts or diagrams to explain points, etc.

Steps to be followed when plagiarism is suspected:

At OISE, it is essential that AQ instructors follow University procedure when dealing with issues of plagiarism.

When an instructor suspects that a candidate has plagiarized parts of an assignment, the onus is on the instructor to know and follow these steps.

- ▶ **Collaborate with the principal:** The instructor will advise the Principal of the suspicion, and ensure that the appropriate process is followed. The instructor will be the one responsible for contacting the candidate.
- ▶ **Discuss the matter with the candidate:** The instructor will invite the candidate to discuss the matter in a face-to-face meeting if possible. It is important that the candidate be afforded an opportunity to present his/her side of the story. If the candidate is enrolled in an on-line course, the instructor must telephone – not e-mail – the candidate for this initial conversation.
- ▶ **Assess the degree of the offense:** If the candidate admits guilt, and if the assignment was worth less than 10% of the total mark for the course, the instructor may take no action, or some appropriate action. Appropriate actions may include an opportunity to re-write the assignment, no mark for that particular assignment, an opportunity for an alternative assignment, and so on.
- ▶ **Refer to the principal for next steps:** If the candidate does not admit guilt, then the instructor is obligated to inform the Principal and the Coordinator/Director of the Continuing Education Department. If the assignment was worth less than 10% of the final mark, the Coordinator/Director can choose to deal with the matter at his/her discretion. He/she will inform the candidate in writing that the offence has been noted, will provide the candidate with a copy of the Code of Behaviour on Academic Matters, and will invite the candidate to a meeting to discuss the issue. The Coordinator/Director will make a decision in the matter and notify the candidate in writing.
- ▶ **Follow protocol:** If the assignment is worth more than 10%, whether the candidate admits guilt or pleads innocence, the matter should be referred to the Dean through the instructor to the Principal to the Coordinator/Director. At this point, all parties should refer to the process outlined in the [*Code of Behaviour on Academic Matters*](#).

In summary, when confronting plagiarism, instructors should remember these steps:

- ▶ **Be firm.** Regardless of the unpleasantness of the task, instructors – supported by their Principals – must confront the issue of plagiarism directly.
- ▶ **Be prompt.** In the interest of fairness, honesty and accuracy, move as quickly as possible when you suspect that a candidate has plagiarized material. Ensure, however, that you have evidence in hand and have consulted with the Principal and/or Coordinator before meeting with the candidate.
- ▶ **Be aware of the process.** Follow the process outlined in the Code of Behaviour and summarized above. If in doubt, contact the Coordinator or Director.
- ▶ **Be thorough.** Prepare carefully for the meeting with the candidate, and make notes.
- ▶ **Be professional.** Avoid hostility, rudeness, sarcasm, airs of superiority or condescension. Be prepared for denials, tears, anger and belligerence.
- ▶ **Be fair.** The Code uses the word “knowingly” which means “ought reasonably to have known”. It is important to give the candidate the opportunity to describe what he/she intended to do, and not jump to conclusions by focusing only on the result.

2.8 Professionalism and Technology Form



Professionalism and Technology Form

We ask that you carefully review both sections of this enclosed document. Both sections contain Continuing Education guidelines for learning online. Each teacher candidate is requested to confirm that they have read and agree to comply with the directions below.

Engaging in Online Discussions:

A key element for a successful online course is the establishment of a collaborative learning community. An important element in creating such a vibrant community is respecting the contributions of members. This includes not only proper etiquette but also the need to respect the privacy and confidentiality of colleagues. Unlike face to face courses, comments posted in online courses are recorded and can be duplicated. These guidelines should not prevent instructors from posting sample of candidates' work as exemplars as long as the name of the candidate is removed and of course permission is given.

In both online and face to face courses at OISE, Continuing Education, candidates are encouraged to fully engage in discussions where ***opinions, supported arguments and activities*** are shared. Candidates who might wish to duplicate the opinions and supported arguments of their fellow teacher candidates can compromise the collegial nature of the course especially if in a real life example, the name of the school or colleague could be traced. Every effort is made to ensure a secure learning environment.

In terms of protocols and online behavior, we distinguish in this way between teaching strategies and opinions:

Acceptable Procedures for Sharing Beyond the Online Classroom Community

These procedures are meant to address the issue of intellectual property rights and the moral rights of the creator. The procedures are to prevent the distortion, mutilation or modification of the work to the prejudice of the honour and the reputation of the author.

1. Strategies and Activities
 - ▶ Candidates who employ and or modify **activities/strategies** for teaching are to acknowledge the originator of the material.
 - ▶ Permission should be given by the author [of the activity]
 - ▶ The author of the teaching strategy and or activity should be recognized in a citation.
2. Opinions and Supported Arguments
 - ▶ Copying or forwarding of opinions, comments and supported arguments, is not allowed
 - ▶ Comments made in the course are solely for the benefit of course members
 - ▶ When in doubt, consult with your online instructor

OISE ADDITIONAL QUALIFICATIONS COURSES - Academic Integrity

What is plagiarism?

Plagiarism, as defined in the [University of Toronto] [Code of Behaviour on Academic Matters](#) (Appendix A, Item p). . is contained in the original (1621) meaning in English: "the wrongful appropriation and purloining, and publication

as one's own, of the ideas, or the expression of the ideas ... of another." This most common, and frequently most elusive of academic infractions is normally associated with student essays. Plagiarism can, however, also threaten the integrity of studio and seminar room, laboratory and lecture hall. Plagiarism is at once a perversion of originality and a denial of the interdependence and mutuality which are the heart of scholarship itself, and hence of the academic experience. Instructors should make clear what constitutes plagiarism within a particular discipline.

The [*Code of Behaviour on Academic Matters*](#) (University of Toronto, Governing Council Secretariat, 1995, B.1. d-f) reads:

It shall be an offence for a student knowingly:

- ▶ to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism [wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought to have known];
- ▶ to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- ▶ to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

I have read both sections, and agree to follow the directions contained therein.

Name: _____ Date: _____

Course: _____ Instructor: _____

2.9 Accessing Online and Library Resources

1. How to access your UTORID and Library Barcode Number

Students can check their UTORID/password and Library Barcode Number by logging into the AQOAS profile at <https://aqoas.oise.utoronto.ca/> by using their username and password that they created when they registered for the course. Once logged in there is a link called “Check your UTORID/Library Barcode Information”. By clicking this link they can check the status of their UTORID, see instructions explaining how to activate their UTORID and check their library barcode number. They need to follow these instructions as soon as possible since it can take up to two business days until UTORID becomes active.

2. Using OISE/Library Computers at 252 Bloor St. West and accessing Blackboard

Requires an activated *UTORid*. Your UTORid is your key to using Library computer workstations on all UofT campuses, including OISE. Your UTORID, plus a chosen password, are required to get past the workstation login screen.

3. Borrowing Materials and Accessing Library Databases and Electronic Journals

To borrow library materials and to access library databases and electronic journals students will need their library barcode number.

4. Photocopies and Printing from Computers

Requires a *TCard*. You should get a TCard if you intend to use the library frequently or copy from journals.

5. Getting a TCard

TCards are available from the TCard Office in the north lobby, Room 2054A, 2nd floor, Robarts Library. The TCard office hours are available at <http://www.library.utoronto.ca/services/card/when.html>

If you have an old UofT library card, there is no need to get a new card. Student information is automatically updated on the first day of classes.

2.10 Duplicating (for In-Class Instructors only)

It is expected that copyright rules and procedures are followed for all duplicating to ensure intellectual property is respected. Candidates are responsible for the duplication of their own handouts.

Section 3 – Facilities and Space (For In-Class Instructors Only)

3.1 Access to Computer Technology:

Education Commons (OISE – 3rd Floor):

Education Commons offers a variety of computer-related services to Continuing Education staff and their classes.

All AQ lab requests must be made through the principal who will contact Frank Andricciola in Continuing Education (416.978.2089, or fandricciola@oise.utoronto.ca).

Please note that often candidates will have to work in pairs at computers. OISE labs are located on the 3rd floor at 252 Bloor Street West. There are both PC and Mac labs for our use and an exclusive 24 hour area for drop-in use equipped with Windows 2000 computers.

An increasing range of videodisc CD-ROM telecommunications and digital imaging and audio recording technologies are available. Contact the Media outlet of Education Commons on the 3rd floor at 252 Bloor Street West. Education Commons also provides ongoing professional development related to specific programs.

For Technical assistance contact: the Computer Lab Help Desk at 416-989-1802.

On-Campus:

The Education Commons Dept. at 252 Bloor has six labs - 5 PC's and 1 Mac. All lab bookings must be made through Frank Andricciola. The capacity of each lab is as follows: Lab 1 - 21, Lab 2 - 21, Lab 3 - 21 (Mac), Lab 4 - 11, Lab 5 - 11. Please keep in mind that labs are used for many different courses at OISE so must be booked well in advance.

An alternative may be to ask candidates to explore the companions within the Curriculum Unit Planner, or to research Web sites relevant to the course as part of an assignment.

Computers and Technology Contact Numbers:

Reception and Administration:

252 Bloor Street West 416-979-1802

www.oise.utoronto.ca/ec

The Technology groups within the Education Commons offer a variety of resources and services to support academic and administrative activity, including e-mail and electronic conferencing services.

3.2 Libraries

Information Resources - OISE Library

www.oise.utoronto.ca/ec/library/

Users have access to:

- ▶ a specialized collection in the field of education
- ▶ a collection of 8 million items located in the numerous libraries of the University of Toronto Library
- ▶ System
- ▶ a wide range of Internet resources including remote library catalogues and full-text electronic
- ▶ publications
- ▶ specialized services to persons with a disability
- ▶ videotapes and CD-Roms, including software can be mailed out to candidates.

For more information please call 416-978-1850

Library Contact Information:

Circulation Desk (1st Floor) 416-978-1850

Reference Desk (1st Floor) 416-978-1860

E-mail: askeloise@oise.utoronto.ca

3.3 Locked Classrooms

Should an assigned classroom be locked, contact the following:

- ▶ 252 Security, Main Floor – 416-978-3636
- ▶ 371 – Custodian, Room 17 (basement) – 416-978-3203 or Campus Police – 416-978-2323.

Please note that all rooms must have been pre-booked through Frank Andricciola in Continuing Education (416 978 2089 or fandricciola@oise.utoronto.ca) via your course Principal.

AQ Principals' Office, Room 34 at 371 Bloor

Room 34 has been designated as an AQ office area for Principals and Instructors only. Entry must be made through Room 32.

Room 32 is designated as a student lounge so please ensure that the door between room 32 and room 34 is locked at all times. A coded keypad provides access.

Room 34 contains a copier. Please note that class handouts should NOT be run on this copier.

3.4 Media Equipment

If teaching at 252 Bloor St. West, AV equipment can be borrowed from Education Commons. Other locations will require instructors to bring their own equipment or make arrangements on site for borrowing privileges.

3.5 Parking

On-campus staff permit parking is available.

The parking permit allows parking at 371 Bloor, 252 Bloor (underground only) and on Devonshire Street during hours indicated on permit and must be displayed in your windshield. A permit does not guarantee you a parking space, so please arrive early as parking is on a first-come first served basis.

3.6 Room Set-Ups

It is extremely important that each classroom be returned to its original set-up for classes the next morning. Please close all doors and windows upon leaving, and ensure that all garbage is disposed of.

3.7 Security

252 Bloor: Pay telephones at 252 Bloor St. are located on the concourse; ground, 2nd, 3rd, 4th, and 5th floors. For OISE building Security please call 416.978.3636. Please be aware of your personal safety and possessions at all times.

371 Bloor: The main door at 371 Bloor St. W. is open 7:00 a.m. to 7:00 p.m. The Bloor Street (Wheelchair access) door, Huron Street, Spadina Road and East Parking doors are open 7:00 a.m. to 6:00 p.m.
Pay phones are located on the 1st floor (lobby). U of T campus police 416.978.2323

Section 4 – Accident Reporting and Emergency Procedures (for In-Class Instructors Only)

4.1 Accident Reporting

In the event of an accident (staff or candidate), immediately contact the Program Manager, Ruth Milne at 416.978.2344, then the Director, Barbara Bodkin 416.978.2158. Complete an accident report form (found below) within three days of the accident and submit it to Ruth Milne.

4.2 Emergency and Fire Evacuation Procedures

The University of Toronto Police emergency telephone is 416-978-2222. There is an external yellow U of T Police Emergency Assistance Box with call button in the parking lot at 371, to the right of the west door and at 252 Bloor Street West the nearest emergency phone is in the Bedford Street parking lot hanging on the rear of the Social Work building. **These phones are for emergency use only.**

For off-campus locations principals must ensure that instructors and candidates are aware of emergency evacuation procedures of their site.

****Please ensure that each instructor has a list of emergency telephone numbers for each candidate and that as their principal you receive a copy of this call network list.***

Fire Evacuation and Emergency Procedures for 252 Bloor Street West

The instructor present in the classroom is responsible for ensuring that the occupants/candidates in the classroom evacuate the building when the alarm sounds. It is imperative that you not only clear the building if the alarms sound, but that you do not block routes to the building doors.

Fire Alarm Procedures

If you discover a fire:

- ▶ Vacate fire area and close door.
- ▶ Activate nearest wall mounted fire alarm.
- ▶ Evacuate the building. **DO NOT USE ELEVATORS**
- ▶ Do not carry food or drink into the stairwells.
- ▶ Report to Fire Department (9)-911 and the University Emergency Control Centre 9-416-978-2222.

When you hear the fire alarm:

- ▶ Evacuate the building quickly.
- ▶ Do not use elevators.
- ▶ Proceed to the nearest fire exit and leave the building completely.
- ▶ **DO NOT GATHER IN THE BUILDING LOBBIES OR WALKWAYS.**
- ▶ Do not re-enter the building until the all clear is sounded.

In general:

- ▶ Do not attempt to extinguish a fire by yourself - have someone else stand by with another extinguisher. Do not use the fire hoses.
- ▶ Familiarize yourself with locations of the fire alarms and exit stairwells which can be used.
- ▶ All smoke or fumes of undetermined origin must be reported to University Emergency Control Centre 9-416-978-2222 or OISE Security 9-416-978 3636
- ▶ Do not leave furniture blocking stair well doors. Report any blocked fire doors to OISE Security 9-416-978 3636
- ▶ Report all Fires no matter how small to the UofT Police.

Emergency calls to the UofT Police from pay phones in the building are free.

Fire Evacuation and Emergency Procedures for 371 Bloor Street West

The instructor present in the classroom is responsible for ensuring that the occupants/candidates in the classroom evacuate the building when the alarm sounds.

In case of fire:

- ▶ Pull Nearest fire alarm
- ▶ Phone Emergency: (9)-911 from a safe location
- ▶ Leave the Building

In case of accident:

- ▶ Administer First Aid, if needed
- ▶ Phone Emergency: (9)-911 or University Emergency Control Centre 9-416-978-2222

Reporting a Problem with the Indoor Air Quality

OISE Staff who have a problem with air quality should call:

- ▶ OISE Staff at 252 Bloor, the Operation and Services office at 416-978 3636 and report the problem
- ▶ OISE Staff at 371 Bloor (UTS), the Principal's office to report any problems at 416-978-3212.

When air quality problems are received, the following action will be undertaken:

- ▶ The complaint is documented on a "Building Operations Trouble Report".
- ▶ The complaint is called into the University of Toronto's dispatch line 416-978-3000.
- ▶ The University will dispatch a building engineer to evaluate and repair the problem if possible.
- ▶ The resolution of the problem is documented on the original trouble report.
- ▶ An unresolved problem is drawn to the attention of the Manager of Operations & Services who will in turn consult with the Manager of U of T Building Utilities.
- ▶ An action plan is agreed on and followed up on until the problem can be rectified:
- ▶ Other contractors may be dispatched to attend to a problem if required.
- ▶ The office of Environmental Health and Safety of the University of Toronto may be contacted at any time if it is determined that their assistance is required.

Note: the "Building Operations Trouble Report" or IAQ Log book for 252 Bloor is kept in the OISE Operations and Services Office. This log book is reviewed on a regular basis by the OISE JOH&SC.

If the indoor air quality problem affects parts or all of the building, a communication will be posted to "Official Communications" outlining the problem, what action has been taken, and the result.

Walksafer

The University of Toronto Walksafer Service employs University of Toronto students as patrollers and is designed to provide a safe and reliable escort across campus after dark. When you call the central dispatch number, two patrollers (at least one of whom is a woman) are sent to your location to provide an escort to any campus location. For information regarding hours of operation and to request an escort, call 416-978-7233.

Weather-Related Cancellation of Classes

Offsite and Campus Closures

There are occasions when due to unforeseen circumstances, AQ course are cancelled at certain locations. All Additional Qualification courses will establish a network so that candidates may be contacted in the event that an Additional Qualification course is cancelled but the university and other sites remain open. It is the candidate's responsibility to check with the network or the "News" section of the Continuing Education website: www.oise.utoronto.ca/conted.

4.3 Accident/Incident/Occupational Disease Report for Employees



RELEVANT SECTIONS MUST BE COMPLETED IN FULL BY EMPLOYEE'S SUPERVISOR
SUBMIT WITHIN 24 HOURS TO: HEALTH & WELL-BEING PROGRAMMES & SERVICES
263 McCaUL STREET, 2nd Floor OR FAX: 416.971.3052

A: INCIDENT TYPE

- ☐ INCIDENT-NO INJURY ☐ MINOR INJURY-NO TREATMENT ☐ FIRST AID ☐ HEALTH CARE ☐ LOST TIME
☐ CRITICAL INJURY ☐ OCCUPATIONAL DISEASE

B: EMPLOYEE INFORMATION

LAST NAME: _____ FIRST NAME: _____

PERSONNEL NUMBER: _____ SOCIAL INSURANCE NUMBER: _____

HOME ADDRESS: _____ CITY: _____

POSTAL CODE: _____ HOME TELEPHONE: (_____) _____

WORK TELEPHONE: (_____) _____ E-MAIL: _____

EMPLOYING DEPARTMENT: _____ ORGANIZATIONAL UNIT: _____

JOB TITLE: _____ DATE OF HIRE: _____

DOMINANT HAND (CIRCLE): LEFT AND/OR RIGHT DATE OF BIRTH: _____ SEX: M F

EMPLOYEE GROUP: ☐ Academic ☐ Administration (Non-Union) ☐ Union (name and local #)

☐ Other (specify) _____

STATUS: ☐ FULL TIME ☐ PART TIME ☐ CASUAL ☐ SESSIONAL ☐ TEMPORARY

☐ OTHER (provide details) _____

C: REPORTING

DATE OF INCIDENT: _____ TIME OF INCIDENT: _____

DATE REPORTED: _____ TIME REPORTED: _____

NAME OF SUPERVISOR TO WHOM ACCIDENT WAS REPORTED: _____

TELEPHONE: _____ E-MAIL: _____

IF THERE WAS A DELAY IN REPORTING THIS ACCIDENT, LIST REASON(S):

IF FIRST AID WAS PROVIDED, GIVE NAME OF PROVIDER: _____

WAS MEDICAL ATTENTION SOUGHT? ☐ YES ☐ NO

IF YES, PLEASE COMPLETE THE FOLLOWING LINE:

NAME AND ADDRESS OF ATTENDING PHYSICIAN/HOSPITAL: _____

D: ACCIDENT/OCCUPATIONAL DISEASE DETAILS-STATE EXACTLY (attach letter if required)

1. DESCRIBE THE INJURY, PART OF BODY INVOLVED, AND SPECIFY LEFT OR RIGHT SIDE.
2. WHAT HAPPENED TO CAUSE THE INJURY?
3. EXPLAIN WHAT THE EMPLOYEE WAS DOING AND THE EFFORT INVOLVED.
4. IDENTIFY THE SIZE, WEIGHT, AND TYPE OF EQUIPMENT OR MATERIAL INVOLVED.
5. WHERE DID THE ACCIDENT OCCUR? (location, building, room number)
6. WHAT CONDITIONS ATTRIBUTED TO THE ACCIDENT?
7. WHAT STEPS HAVE BEEN TAKEN TO PREVENT RECURRENCE?
8. NAME AND WORK ADDRESS OF ANY WITNESSES:

E: ADDITIONAL INFORMATION *complete if time was lost from work*

DATE AND HOUR LAST WORKED: _____

NORMAL WORKING HOURS ON LAST DAY WORKED: FROM _____ TO: _____

RATE OF PAY: ☐ HOURLY _____ ☐ DAILY _____ TOTAL WEEKLY PAY HOURS: _____

SHIFT WORKER: ☐ YES ☐ NO IF YES, ENTER SHIFT PREMIUM: \$_____ per hour

CIRCLE EMPLOYEE'S USUAL WORK DAYS:

Sunday: Monday: Tuesday: Wednesday: Thursday: Friday: Saturday:

ESTIMATED TIME OFF WORK: _____ (days / shifts)

F: CLAIM INFORMATION

To your knowledge, has the worker had a previous similar injury/disease? ☐ YES ☐ NO

If yes, provide details and whether a similar injury was work related or not.

Was any individual who does not work for you totally or partially responsible for the injury/disease? ☐ YES ☐ NO
If yes, please explain.

If machinery, equipment or a motor vehicle was totally or partially responsible for the injury/disease, refer to the instructions on the reverse of the Employer's Copy and provide particulars.

Do you have any reason to doubt that the injury/disease is work-related? ☐ YES ☐ NO

If yes, please explain.

TO BE SIGNED BY DEPARTMENT HEAD OR EMPLOYEE'S SUPERVISOR

COMPLETED BY: (please print) _____

TITLE: _____

SIGNATURE

DATE:

TELEPHONE:

WHEN TO COMPLETE THIS FORM

The Workplace Safety and Insurance Board (WSIB) requires that employers file a report within three days of learning of an occupational injury or disease that disables an employee or requires health care. Failure to do so may result in a late filing penalty being levied. Please print clearly in ink. If all of the information is not immediately available to you, please send what you have and submit further information as soon as you have it. If additional space is required, attach a separate letter. First aid only injuries are not reported to the WSIB but the WSIB requires that we keep a record of the details.

TYPES OF INJURIES

NON-INJURY

Refers to an accident in which there was no personal injury, but which has the potential for personal injury.

MINOR-INJURY

When an injury occurs but does not require treatment by a first-aid or by a health professional.

FIRST AID

When an injury occurs but the employee does not require health care, but only the treatment of a first-aid, nurse, or non-medical.

HEALTH CARE

An employee seeks medical attention from a health professional i.e. physician, chiropractor, specialist, physiotherapist, registered nurse (extended class) or dentist but does not lose any time from work beyond the accident date.

LOST TIME

When an employee does not report for work on the next scheduled shift as a result of a work related injury.

OCCUPATIONAL DISEASE OR ILLNESS

Refers to a condition that results from exposure in a workplace to a physical, chemical, or biological agent to the extent that the normal physiological mechanisms are affected and the health of the employee is impaired.

EMPLOYEE RESPONSIBILITIES

1. Promptly receive first aid.
2. Notify your supervisor immediately of any injury, including injuries which do not require medical attention or lost time.
3. Choose a doctor or other qualified practitioner (hospital, physician, chiropractor, physiotherapist, registered nurse -extended class, dentist).
4. Complete and return all report forms received from the WSIB.
5. In the case of a lost time injury, keep your supervisor updated as to your progress.

SUPERVISOR RESPONSIBILITIES

1. Ensure that first aid is received.
2. Provide transportation for the employee to a medical facility or to their home.
3. Investigate the accident and determine causes and make necessary changes.
4. Send a completed accident report to the Office of Environmental Health and Safety within 24 hours.

CRITICAL INJURY IS DEFINED AS AN INJURY OF A SERIOUS NATURE THAT:

- (a) places a life in jeopardy
- (b) produces unconsciousness
- (c) results in substantial loss of blood
- (d) involves the fracture of a leg or arm but not a finger or toe
- (e) involves the amputation of a leg, arm, hand or foot, not a finger or toe
- (f) consists of burns to a major part of the body
- (g) causes the loss of sight in an eye

EXAMPLES OF ALTERED STATE OF CONSCIOUSNESS COULD INCLUDE NEAR DROWNING, ELECTRIC SHOCK, OR SEIZURE.

IN THE EVENT OF A CRITICAL INJURY, SUPERVISORS ARE RESPONSIBLE FOR:

1. Procuring immediate medical attention.
2. Notifying the:
 - University of Toronto Police at: 416.978.2222
 - Office of Environmental Health and Safety at: 416.978.4467
 - Ministry of Labour at: 416.314.5421
Mississauga 905.273.7800
Scarborough 416.314.5300 or 416.314.5419
 - Appropriate Joint Health and Safety Committee for that workplace
 - Appropriate Union member representing the injured employee
 - Health & Well-Being Programmes & Services 416-978-8804
3. Ensuring the site of the accident remains undisturbed until a Ministry of Labour inspector has arrived.
4. Preparing a written report of the circumstances of the accident.

4.4 OISE Incident Report



OISE INCIDENT REPORT Continuing Education

Incident Type

- ☐ Incident - No injury
- ☐ Minor Injury - No Treatment
- ☐ Minor Injury - First Aid/Medical Treatment
- ☐ Critical Injury

Candidate Information

Name: _____

School Site Information

Name of School/Facility: _____

Name of School Board: _____

Room Location of Incident: _____

Date of Incident: _____

Time of Incident: _____

Reporting Details

Name of AQ supervisor or instructor to whom Incident was reported:

Was Medical Attention Sought?

- ☐ Yes
- ☐ No

Reporting Details

If First Aid or Medical Treatment was Provided, Give Name of Provider or Hospital/Medical Clinic:

Incident Details

Describe the injury and part of body involved.

Describe the medical treatment required.

What happened to cause the injury?

Signed by AQ Supervisor/Instructor/Principal

Signature: _____

Name (Print): _____

Date: _____

Signature: _____

Name (Print): _____

Date: _____

Section 5 – Accessibility

5.1 Candidates with Special Learning Needs

All candidates with special learning needs must contact Sophia Cottrell at socottrell@oise.utoronto.ca when submitting an application for an AQ course.

Candidates who require an assessment to qualify for assistance should register with the U of T Accessibility Services office by calling 416-978-8060 or emailing disability.services@utoronto.ca.

5.2 Access to OISE (252 Bloor Street West, 371 Bloor Street West)

At 371 Bloor St. W. there is an elevator available for handicapped candidates, west of the main Bloor Street doors. Arrangement for key access may be made through Frank Andricciola 416-978-2089 or fandricciola@oise.utoronto.ca. The key may be borrowed for a maximum of two days and the candidate must leave a piece of identification to ensure return of the key. This front elevator allows access to the basement, where candidates can access the regular elevator for all floors (near Spadina entrance). There is no immediate handicapped access from the parking lot at 371 Bloor St. W.

252 Bloor St. is handicapped accessible, as is the parking lot. Limited handicapped parking is available on the 1st parking level of the underground lot by the door to the building.